

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Peggy McMurry

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Scioto Ridge Elementary School

(As it should appear in the official records)

School Mailing Address 8715 Big Bear Avenue

(If address is P.O. Box, also include street address.)

City Powell State OH Zip Code+4 (9 digits total) 43065-7754

County Delaware County

Telephone (740) 657-4800 Fax (740) 657-4849

Web site/URL http://www.olentangy.k12.oh.us/Scioto%20Ridge E-mail Peggy McMurry@olsd.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr Mark Raiff E-mail mark_raiff@olsd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Olentangy Local Schools Tel. (740) 657-4050

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr Dave King
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 15 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 23 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|----------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 41 | 27 | 68 |
| 1 | 36 | 28 | 64 |
| 2 | 41 | 45 | 86 |
| 3 | 45 | 41 | 86 |
| 4 | 37 | 50 | 87 |
| 5 | 57 | 56 | 113 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 257 | 247 | 504 |

4. Racial/ethnic composition of the school:
- | |
|--|
| <u>0</u> % American Indian or Alaska Native |
| <u>14</u> % Asian |
| <u>2</u> % Black or African American |
| <u>5</u> % Hispanic or Latino |
| <u>1</u> % Native Hawaiian or Other Pacific Islander |
| <u>74</u> % White |
| <u>4</u> % Two or more races |
| 100 % Total |

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|--------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year | 12 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year | 4 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 16 |
| (4) Total number of students in the school as of October 1, 2014 | 535 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.030 |
| (6) Amount in row (5) multiplied by 100 | 3 |

6. English Language Learners (ELL) in the school: 1 %
7 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Arabic

7. Students eligible for free/reduced-priced meals: 6 %
Total number students who qualify: 28

8. Students receiving special education services: 12 %
62 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

| | |
|--------------------------------|--|
| <u>8</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>21</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|-----------------|
| Administrators | 1 |
| Classroom teachers | 22 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 10 |
| Paraprofessionals | 2 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 97% | 97% | 97% | 96% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Our mission is to facilitate maximum learning for every student.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Scioto Ridge Elementary School is a K-5 elementary school serving a population of 504 students and is currently in its 18th year of existence. Scioto Ridge is one of 15 elementary schools in the Olentangy Local School District which is located near the state capital of Columbus, Ohio and is one of the nation's fastest growing areas. While many cultures and nationalities are represented in our student body, a high percentage of our population is comprised of upper middle class white students. In addition, the student body is composed of a wide variety of students, including those identified as gifted and students with a vast array of disabilities. The mission statement for the Olentangy Local Schools is to "facilitate the maximum learning for every student." Scioto Ridge's staff work very hard to fulfill that goal daily.

Many traditions have been established since the building opened in 1998. The traditions have included opportunities for students to plan, participate and share in leadership of the traditions. Each year begins and ends with a "clap-in" or "clap out" celebration with the school sidewalks lined with students, staff, and parents. Kindergarten students are welcomed as they enter the building for the first time. On the final day of the school year, fifth grade students are honored for their learning accomplishments and leadership as part of the Scioto Ridge family. Fifth grade students enjoy a graduation ceremony featuring a photo montage from previous years, a class song, and a graduation speech delivered by the building principal. As a departing gift to Scioto Ridge, each fifth grade student creates a ceramic tile that is displayed in the hallways for present and future students to enjoy.

Leadership opportunities for students are present at each grade level. Students plan, communicate, and implement a "giving back" project. Student-focused giving-back traditions include: a school-wide food collection during the holiday season, third grade students making fleece blankets for children at Children's Hospital of Columbus, and fifth grade students raising money to support Partners in Conservation with the Columbus Zoo. A Cultural Fair is planned by students from first and fourth grades and includes music, song, food, and dance from countries that are representative of our student population. The Cultural Fair is well attended by students and community members and celebrates our diverse population.

Additionally, Scioto Ridge students participate in The American Heart Association's Jump Rope for Heart event. For the past four years, Scioto Ridge has been the top fund-raiser for Jump Rope for Heart in the State of Ohio. In addition, our students and community enjoy a strong partnership with our Scioto Ridge Elementary PTO. Through fund-raising efforts, the PTO has supported numerous enriching activities such as Columbus Children's Theater, "I Love Math Day," Center of Science and Industry (COSI) interactive displays, and our Scioto Ridge Community Fun Fest and Fun Run where students of our Run Club have an opportunity to participate in the 5K Fun Run. PTO volunteers are ever-present in the building and lend a helping hand with special projects or classroom learning.

With our mission statement as the foundation, the Staff at Scioto Ridge Elementary School strives to "facilitate maximum learning for every student" every day. In response to the needs of our high population of superior cognitive and identified gifted learners, professional development surrounding Webb's Depth of Knowledge and Ritchhart's Making Thinking Visible has been presented during grade level planning meetings. Marzano's Instructional Strategies that Work has been the focus of Scioto Ridge staff meetings for the past three years while college and career readiness, transfer of skills, and critical thinking have been the District focus for professional development. Scioto Ridge students and parents have participated in staff led Literacy Night (K-2) and Math Night (3-5). These highly popular nights bring together students, parents, and staff and support learning for every student. Additionally, Scioto Ridge students participate in musical performances and have the opportunity to artistically express themselves annually through an Art Show where every child has artwork displayed throughout the building.

Perhaps one of the most remarkable attributes about Scioto Ridge Elementary School is the connection between staff and students. The caring nature of the staff runs deep for each child. Not only does the staff know each child as a learner, but also as an individual. It is not unusual for staff to attend outside sporting events, dance performances, or musical recitals of their students. This forms a strong bond between school, home, and community. Because of these meaningful relationships, the students have respect for their teachers and strive to perform their best socially, emotionally, and academically for their beloved teachers.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Scioto Ridge Elementary School is proud to offer curriculum that is aligned with Ohio's Learning Standards in reading, math, science, and social studies. Every aspect of a student's curricular offering is based on data-driven decisions and is linked to research-based strategies and instruction. All students receive instruction in the core curriculum daily. To maximize instructional time, subjects are not taught in isolation; rather they are infused within content areas. Students are able to articulate expectations for their own learning, and reflect upon their own progress, through use of posted content-specific learning targets.

Students benefit from instructional practices developed during staff professional development. Scioto Ridge students are active participants in their own learning. They engage in systematically designed lessons tailored to their learning styles and needs. Students monitor their understanding through electronic submissions, exit slips, and formative assessments. In response to this information, small group re-teaching or enrichment is utilized along with an appropriate assessment to ascertain understanding.

The Olentangy Local School District supports a balanced literacy approach and has designed a Literacy Framework for all staff to reference. Scioto Ridge Elementary staff complies with the framework to provide explicit instruction to students aligned with best practices in reading. These practices focus on the five components identified by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Rather than use a specific reading program, students and staff are provided access to a wide variety of challenging print-rich materials. These materials, when coupled with research-based instructional strategies, allow staff to design specific, targeted instruction to support student learning. Three times a year all students are assessed using a universal screener (AIMSweb). It is important to note that since the utilization of AIMSweb in 2013, the number of students at risk for deficiencies in reading has decreased dramatically.

Scioto Ridge teachers strategically embed social studies content standards into reading and writing instruction by utilizing many of the same print-rich materials. Rather than focus on memorization of facts, students are encouraged to live the content by engaging in lessons that require them to think like historians. This curricular approach is developed and implemented by teachers and provides students with opportunities to develop a wider view and see connections between content areas.

Likewise, in science, students are presented content standards through hands-on learning experiences. Our young scientists have an opportunity to apply science into meaningful, grade appropriate lessons to deepen understanding. Students use inquiry-based learning to forge their own path of discovery around scientific questions. This is demonstrated through classroom lessons as well as extension opportunities such as our school science fair.

Conceptual understanding of mathematics is critical to students' learning and ability to apply mathematical concepts during future applications. With this in mind, Scioto Ridge Elementary staff use district adopted and supplemental resources to support understanding. The primary resource, Math in Focus, benefits students by focusing on conceptual understanding. This focus on conceptual understanding provides students with the foundation necessary to solve more complex mathematical problems.

Across all content areas, students are given the opportunity to demonstrate master of standards through project-based learning. Through this, students receive additional support or extensions to enhance their learning. This reinforces our belief that literacy transcends into all areas of learning.

Incoming Scioto Ridge Elementary kindergarten students are screened in early spring prior to their start of school in August. Based on information acquired from the literacy and math screening, teachers gain insight on the various levels of skills that students possess in early literacy and math components. As research states, students need strong foundational skills in reading and math upon entering kindergarten. Therefore, a letter/sound CD, magnetic letters, clay, pencils, and crayons are provided to students following the spring

screening who exhibit less than age-appropriate skills. Teachers model use of materials and strategies that can be used to build upon the strengths of each child, establishing the home-school connection. By providing these early interventions, we are solidifying the foundational skills students will need to become life-long learners.

2. Other Curriculum Areas:

In keeping with the spirit of the District mission to "facilitate maximum learning for every student," Scioto Ridge Elementary School students are provided with a multitude of other curricular opportunities which enhance and enrich their learning experience. All K-5 students receive 50 minutes of related arts instruction (music, art, physical education, library or guidance) each day. The school operates on a five-day rotation schedule so no one related arts class is missed due to holidays or inclement weather days giving students equal access to all classes.

Students participate in art instruction from a certified art teacher. The projects are aligned to the standards set forth by the State of Ohio and are masterpieces upon completion! The art instructor meets with the classroom teachers and collaborates on units of study to ensure alignment with the concepts in the classroom. Student artwork is displayed throughout the year. An Art Show Open House showcases the artwork of every student.

In addition to art education, students receive music instruction. Students have access to a variety of age appropriate instruments used to learn rhythms, beats, which accompany their singing and movement. Students in grades three, four, and five present musical performances throughout the year. Students in fourth and fifth grade have the opportunity to participate in strings which is held before school, while fifth grade students may elect to learn a band instrument during recess. Strings and band students showcase their talents during a spring concert.

Physical education is another course within the five-day rotation. During the fifty minute class, students are taught skills (ie.ball-handling skills), practice these skills (ie. relay races) and are given the opportunity to implement their skills in a game function (ie.soccer game). The physical education teacher frequently designs skill-based games aligned to content in the classrooms.

Ohio Department of Education Physical Education Assessments are administered to 2nd and 5th grade students. Student progress towards the achievement of physical education benchmarks (data) is reported to the Ohio Department of Education.

Monthly school-wide fitness initiatives and challenges are offered for both students and staff. Students and teachers track monthly physical activities and exercise on fitness calendars with the incentive of earning prizes, school-wide recognition, extra PE classes, and open gym times. Run Club is offered after school for 4th and 5th grade students. Students in the club meet weekly and run in local 5k races. Fun Fest 5k is our schoolwide celebration and Run Club's final race. Weekly fitness classes are offered to staff after school.

Scioto Ridge Elementary has an annual field day to celebrate wellness, health and fitness. Students participate in 15 stations that include fitness and sports activities. Stations are facilitated by sports and recreation leaders from our local community such as Locker Soccer, YMCA, Blackbelt Academy, Integrity Elite Gymnastics, Ohio Machine Lacrosse, Ohio Sports Plus.

Jump Rope for Heart provides a springboard to reinforce a heart healthy, active life-style, while raising money to find a cure for heart disease. In PE students learn about the importance of making heart-healthy choices. The success of our fundraising is a source of pride for students and community.

Individual students have access to the library for book selection or research throughout the day. Classes also visit the library during their appointed time during the rotation. A library media specialist presents lessons to the students which are aligned to the Ohio media standards. Collaboration between the media specialist and classroom teachers allow students to further explore topics and interests related to classroom learning. In addition to book selection and research skills, students engage in age-appropriate technology instruction focusing on keyboarding skills, research strategies, and internet safety.

The school guidance counselor is an integral member of the related arts rotation schedule. Lessons focus on identifying attitudes and behaviors that lead to successful learning and the acquisition of strategies that aid in the development of positive relationships with others and a strong self-image. Lessons and activities reinforce appropriate choices in all aspects of school, work, and life resulting in responsible and productive citizens.

3. Instructional Methods and Interventions:

The instructional approach and philosophy of Scioto Ridge Elementary School is: students come first! This is evidenced by a staff that can speak not only to their students' learning styles and strengths but also to their students' outside interest and family lives. The staff continually breathes belief into their students which inspires the students be willing to take risks and persevere to achieve more. Knowing our students as people and as learners is at the core of our approach. To that end, differentiated instruction is an essential component necessary to fulfill the District mission of facilitating maximum learning for every student. Scioto Ridge Elementary School teachers use the Response To Intervention (RTI) model. Teachers deliver solid classroom instruction to all students. Data from assessments and grade level data team meetings are used to formulate groups of students who have similar content-specific learning needs. The groups of students are fluid, based on individual student data as evidenced by progress monitoring and teacher assessments. This team approach affirms the staff philosophy that "all kids belong to all of us."

Time is built into the daily schedule which allows students to receive intervention or enrichment instruction each day. The Scioto Ridge staff calls this "Flex Time." During the thirty minute Flex Time, a student may travel to a different classroom teacher at his/her grade level to obtain instruction on their content-specific learning needs. This instruction is delivered in a small group setting provided by classroom teachers, literacy support teacher, building aides, and librarian.

Intervention strategies include using research-based materials such as Florida Center for Reading Research (FCRR) and are monitored for progress weekly. The progress is communicated with students who graph their progress as well as classroom teachers. This provides an opportunity to celebrate growth and set new goals. Enrichment activities are provided to those students who display a need for more challenging, in-depth activities. To accomplish this, classroom teachers, as well as the library media specialist or gifted specialists guide students through student selected project based learning activities which extend students' critical thinking skills.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

The staff at Scioto Ridge Elementary School is committed to using assessment results to understand and improve school performance and guide instructional practices for each child. The school and district collect numerous data points on each student including formative assessments, Ohio's State Tests, Terra Nova, InView, and our universal screener, AIMSweb. State and local test results are shared with parents upon their return. The standards-based report card is designed to provide accurate information about student performance in meeting the standards. Rather than focus on a percentage or number of points obtained, standards-based reporting focuses on student understanding or competency.

Ohio's State Tests, Terra Nova and InView are administered in the spring of each year. Upon receipt of the test results, individual student data are analyzed by staff, principal, and district administration. Individual student scoring projections are created by the district statistician and shared with the principal and subsequently teachers. Additionally, the universal screener is administrated three times a year by Scioto Ridge teachers, support staff, and principal. Once the data is collected from the universal screener, teams, support staff, and principal meet to dissect the multitude of data points and create learning plans for students. For those students not meeting appropriate grade level learning benchmarks, specific rate of improvement is calculated, instructional strategies are planned, and a progress monitoring plan is created and shared with the parent/guardian. As instruction is delivered and student progress is monitored, data is shared with students allowing them to take ownership of their learning by graphing their progress.

Since Scioto Ridge is a high performing school, the gifted intervention specialists plan with the classroom teachers to ensure students are receiving differentiated instruction that will continue to challenge our gifted population. Scioto Ridge utilizes cluster grouping as their service model. Teachers receive coaching and professional development from the gifted intervention specialists on higher-level questioning as well as other strategies that foster growth and critical thinking of all students.

In addition to a large number of identified gifted learners, Scioto Ridge Elementary also hosts students who are identified as cognitively delayed. When these students are not receiving specialized small-group instruction, they are included with their age-commensurate peers in the regular classroom. The typical peers serve as model learners for all students. The specialized learning center teacher works closely with the regular classroom teacher modifying the instruction which increases opportunities for student success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture of Scioto Ridge Elementary is one where high expectations for student success, responsibility, and leadership are established and valued within each student. This culture emanates from all stakeholders: community, parents, staff, and students working and believing in each other. The entire staff reinforces high expectations yet makes learning fun and meaningful at the same time.

Since Scioto Ridge's school population has numerous student medical conditions, food is not used as a reward for students. Rather, motivation is encouraged by recognition of student effort. As appropriate, certificates for completion of academic work are presented to students in a variety of settings. Dance parties (3-4 minutes with all students dancing in the halls) are the favored reward by students and staff and have been used to celebrate a variety of schoolwide accomplishments such as end of testing week, a successful PTO fund-raising event, or "just because." To honor being the top money-raiser in the State of Ohio for Jump Rope for Heart a "Super Hero" visited the school. The "Super Hero" was the principal dressing as "Heart Hero."

Each day begins with the pledge of allegiance followed by the Scioto Ridge Pledge: "As Scioto Ridge citizens we will L – lead our own learning, E- encourage each other, A – accept differences, and D – do the right thing even when no one is watching." The pledge serves as an important reminder during guidance counselor lessons, classroom discussions, and respects students culturally, academically, and socially. This pledge represents who we are as a Scioto Ridge family.

Scioto Ridge staff meetings are held twice monthly. Celebrations begin each staff meeting. As a family of learners, staff members celebrate each other and participate in personal and professional joys and accomplishments. Throughout the year, staff are given a "free jeans day" or a "late arrival" card for donating their time on school projects or attending PTO events. Coffee and Conversations are held monthly before school where staff can enjoy each other and dialog over food and coffee.

Staff members support and encourage each other as educators and individuals. By holding ourselves to the same standards as our students we are living the mission of Olentangy Local Schools daily.

2. Engaging Families and Community:

Scioto Ridge Elementary School is proud to have a strong relationship with the Parent Teacher Organization (PTO) and other agencies and businesses serving the community.

The Scioto Ridge PTO mission is to support and enhance the student and staff school experience. At the beginning of each year the PTO, in conjunction with a local restaurant, hosts an event known as Back to School Bash. Families and staff enjoy an evening of food and music provided by a parent-based band at a local restaurant. The PTO hosts Trunk or Treat in October. During this evening event, staff dress-up and provide candy to students from the trunks of decorated cars. The Community Fun Fest and 5K Run held in May serves as a school hosted community event complete with a local band and food trucks. Additionally, PTO sponsors Dinner Night Out held at local restaurants with a percentage of proceeds donated to Scioto Ridge PTO.

Scioto Ridge Elementary School Reads program provides parents and community leaders the opportunity to visit the school and read with students. A favorite participating guest is Sully, a licensed therapy dog. Sully spends his time listening to students read, offering a great listening ear and calm demeanor for students.

Olentangy Local Schools is fortunate to offer an extensive Mentorship Program for its high school students. In this program, high school students have the opportunity to mentor a professional from a vast selection of professional occupations. One of the many programs offered through the Mentorship Program is teacher

academy. Scioto Ridge Elementary School has hosted several students enrolled in the teacher academy program. Not only does this relationship solidify the high school student's professional choice, but it also provides the students at Scioto Ridge Elementary School an exemplary student mentor. Many former students have returned in this role as a way of giving back to the Scioto Ridge Elementary School community.

The Delaware County (Ohio) Sheriff Department School Resource Officer (SRO) is an integral member of the Scioto Ridge Elementary School community. The SRO visits the school on a regular basis and provides grade appropriate safety lessons to students throughout the year. The strong relationship formed between the SRO and students is one of mutual respect and is representative of our strong connection with the community-at-large and the school community.

3. Professional Development:

Central to the success of Scioto Ridge Elementary School is professional development. The multi-faceted approach is designed to meet the various learning levels of the staff and needs of the students served. District, building, and personal professional development courses are available to all staff.

Olentangy Local Schools has a strong local professional development program. All staff are invited to participate in professional development within the district at various intervals throughout the year. Curriculum supervisors, classroom teachers and Otterbein University staff present courses on a variety of topics. Courses are designed to support the District Continuous Improvement Plan (CIP), building CIP's and personal Professional Growth Plans.

The district theme for professional development is based on national trends and aligned to the District Continuous Improvement Plan (CIP). The principal, along with the Building Leadership Team (BLT) deliver the information to the staff during three professional development days throughout the school year. Recent topics have included college and career readiness, implementing transfer, and critical thinking.

Building on the district's mission statement, student performance, and Scioto Ridge's improvement plan, the BLT in conjunction with the building principal presented Marzano's Instructional Strategies That Work during staff meetings. To ensure the strategies were implemented, the principal observes the Strategies being enacted in the classrooms during walkthroughs and formal evaluations. Strategy focused follow-up conversations provide a springboard into purposeful and meaningful change in classroom practices.

In addition to professional development during staff meetings, grade level teachers receive professional development specifically designed to meet the needs of their students. Monthly, the gifted intervention specialists provide strategies to address the needs of gifted learners. These include the works of Ritchhart's Making Thinking Visible and Webb's Depth of Knowledge. Not only is the information pertinent to the students and their learning success, but the staff receives coaching on differentiation strategies for the needs of gifted learners.

In order to support our recently adopted writing program, professional development is provided by the literacy support teacher. This professional development centers on the philosophy of the writing program, vertically aligning writing standards and progression, scaffolding the program for students, and creating a common understanding of acceptable levels of writing among teachers. This is done through examination of writing exemplars, creating a 'norm' for Scioto Ridge student writers and providing an opportunity for celebration of student successes and growth.

4. School Leadership:

Scioto Ridge Elementary School's shared leadership structure cultivates leadership throughout the stakeholders in the school. There are seven members on the Building Leadership Team (BLT) who represent each grade level and arts areas. While not serving in a supervisory role over the teachers in their grade level, these leaders have a great deal of responsibility related to the curriculum, instruction, and assessment that occur in their content area. Members of the BLT must be willing to lead. Furthermore, they

must be willing to focus on the issues that will lead to improving student achievement. The team meets on a monthly basis at a minimum and more as circumstances dictate. Meetings are focused primarily on the upcoming professional development activities that directly affect student achievement. Focus is placed on our mission to facilitate the maximum learning for every student rather than focusing on the daily minutia of school operations that may distract us from our mission.

Cultivating trusting relationships is of central importance to the successful functioning between the principal and BLT. As we continually examine the policies, programs and resources that help us become a high performing school, we remember that the relationships that we have with each other and our students are what matter most. Students learn best in a caring and supportive environment and the leadership team must guarantee this occurs throughout the building. The principal and BLT model for everyone in the organization the type of caring and trusting relationships that will ensure success. This occurs on a daily basis through our actions and interactions with students and staff. The principal challenges everyone in the building to live the district mission on a daily basis. If we are going to facilitate maximum learning for every student, then we must continually challenge each other to grow and improve. Insisting on improvement from a high performing school is impossible without having developed trust from all stakeholders.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Scioto Ridge Elementary School has a long-standing tradition of high expectations and high performance. However, in the past few years a more intentional focus on student data and its implications have been implemented. While implementing a Response to Intervention (RTI) approach in 2013, the staff was eager to embrace RTI and transitioned quickly to reviewing individual student data and supporting dialog about specific instructional strategies used. Based on student data, teams of teachers and support staff design specific plans for students using research-based strategies and materials. After an interval of time, no more than two weeks in length, students are monitored for their academic progress. The data from progress monitoring are communicated with students so they can share in the excitement and accept ownership of their learning. This is highly motivating for the students. They continue to strive to outperform themselves by putting forth their best effort in all areas of their learning. As a result, they are eager to share their growth and progress with adults in the building.

During student data meetings our dialogue hinges on four areas. Because we know and believe in the power of our teachers, the first element we consider is the instruction in the classroom. We continually refine our instructional methods and practices to ensure appropriate progress from our students. We then consider the curriculum and question whether the child has had adequate exposure to ensure growth. The third element we consider is the environment. We monitor the environment to make sure it is conducive for each students' maximum learning. Most importantly, we consider the learner. Every staff member works diligently to remove all barriers that impede his/her capability for academic growth. A culture of learning is prevalent and shared by all who are a part of the Scioto Ridge family.

Since the stakeholders of the Scioto Ridge Elementary School community have high expectations, it is imperative that we "inspect what we expect." We believe and expect our students to perform at high levels and we inspect their progress on a regular basis. Based on this practice, it is evident that our students have risen to the opportunity of a challenging curriculum with focused instruction and have achieved exemplary high performance.